



## Appendix H

# Professional Development Surveys



Notes

**SAMPLE SURVEY**

**Is the Professional Development Program Design Effective?**

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5
<b>1.</b> There is research to suggest that the content of the staff development programs will increase student learning.				
			1	2
			3	4
			5	
<b>2.</b> Participants in staff development activities are involved in determining the topics and content.				
			1	2
			3	4
			5	
<b>3.</b> The program leader is knowledgeable and has credibility with the participants.				
			1	2
			3	4
			5	
<b>4.</b> The program includes a variety of activities designed for adult learners (active engagement, use of prior knowledge, working in teams, real world applications, choice of activities.)				
			1	2
			3	4
			5	
<b>5.</b> The program includes continued support and follow-up activities (frequent and ongoing sessions, problem-solving implementation problems, expectations for implementation - not one shot events).				
			1	2
			3	4
			5	
<b>6.</b> The program expects and can demonstrate changes in teachers' classroom practices.				
			1	2
			3	4
			5	
<b>7.</b> The program provides for challenging but not overwhelming changes in knowledge, skills, attitudes, and beliefs of participants.				
			1	2
			3	4
			5	
<b>8.</b> Staff is receptive to professional development activities - they recognize the need; readiness has been developed.				
			1	2
			3	4
			5	
<b>9.</b> Teachers are observed randomly to determine their use of an innovation and the innovations' effects on students				
			1	2
			3	4
			5	
<b>10.</b> Teacher and student outcomes for staff development activities are clearly and publicly stated.				
			1	2
			3	4
			5	
<b>11.</b> The learning climate of professional development activities is collaborative, informal, and respectful.				
			1	2
			3	4
			5	



- |   |                       |
|---|-----------------------|
| 12. Staff development includes activities other than “training workshops.”  | 1    2    3    4    5 |
| 13. Staff and administrators are aware of the “implementation dip” (things often get worse before they get better).                       | 1    2    3    4    5 |
| 14. All staff development training activities include theory, demonstration, practice with feedback, and coaching.                        | 1    2    3    4    5 |
| 16. Each school can determine its own staff development activities rather than having uniform activities occurring throughout the system. | 1    2    3    4    5 |

**Notes**

**Overall Total:** \_\_\_\_\_

Source: Guskey and Roy



Notes

**SAMPLE SURVEY (CON'T.)**

**Program Content:**

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

Does the content of your staff development program:

- \_\_\_\_\_ 1. Have proof that it increases student learning?
- \_\_\_\_\_ 2. Have a research base similar to your situation, community, context?
- \_\_\_\_\_ 3. Have relevance to the site and did participants see the need?
- \_\_\_\_\_ 4. Prove to be compatible with other practices that are in use?
- \_\_\_\_\_ 5. Align with other site-based needs and instructional programs?
- \_\_\_\_\_ 6. student needs through a process of the collection and analysis of student/school performance data (action research process)?
- \_\_\_\_\_ 7. Allow for local “mutual adaptation” to ensure implementation and institutionalization?

**Overall Total:** \_\_\_\_\_

Source: Guskey and Roy



## SAMPLE SURVEY (CON'T.)

### Organizational Context

On a scale of 1-5, rate the school or district organizational context on the following characteristics or components:

Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5

- \_\_\_\_\_ 1. A norm of experimentation exists which permits educators to try on new instructional practices and be protected if they fail in initial efforts.
- \_\_\_\_\_ 2. A norm of continuous improvement exists which sets by example that learning about teaching is never finished. Everyone continues to refine their skills and knowledge.
- \_\_\_\_\_ 3. Leadership advocates, encourages, and supports staff development through incentives and resources.
- \_\_\_\_\_ 4. Staff development programs are in concert with the school and district's strategic plan including mission, goals, and purpose.
- \_\_\_\_\_ 5. Staff development is funded by a line item in the budget.
- \_\_\_\_\_ 6. Administration and faculty have studied the change process to assist in planning and implementing effective staff development.

**Overall Total:** \_\_\_\_\_

Source: Guskey and Roy

**Notes**



Notes

**SAMPLE**

**Potential Outcomes for  
Your Staff Development Program**

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*What will be different as a result of the program?*

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Participant Outcomes:

Organizational Outcomes:

Student Outcomes:

Source: Guskey and Roy



### The Rating Game

### Notes

How good is your professional development program? Does your district just get by or does it overflow with abundant opportunities for educators to improve their professional practice? To find out, answer the questions below; total your score; and find out how you stack up.

- A.** We have a line item in our district's budget for staff development.  
\_\_\_\_\_yes \_\_\_\_\_no
- B.** We have a teacher orientation program designed to prepare new teachers for the first month of classes.  
\_\_\_\_\_yes \_\_\_\_\_no
- C.** Our mentor program is a two-year commitment for new teachers and allows for monthly observations and/or interactions with a veteran teacher.  
\_\_\_\_\_yes \_\_\_\_\_no
- D.** We provide a video taping service for teachers who wish to tape a lesson.  
\_\_\_\_\_yes \_\_\_\_\_no
- E.** We have a professional library stacked with professional books, magazines, video tapes, and audio tapes.  
\_\_\_\_\_yes \_\_\_\_\_no
- F.** Our staff development committee publishes an annual report to the school board.  
\_\_\_\_\_yes \_\_\_\_\_no
- G.** We have a building site PDC that makes major decisions at the building level regarding professional development activities.  
\_\_\_\_\_yes \_\_\_\_\_no
- H.** Teachers and administrators set yearly professional development goals.  
\_\_\_\_\_yes \_\_\_\_\_no
- I.** Teachers can submit proposals for individual professional growth to the site/district PDC. They get release time if approved.  
\_\_\_\_\_yes \_\_\_\_\_no
- J.** Our faculty has ongoing discussion groups on professional development issues.  
\_\_\_\_\_yes \_\_\_\_\_no
- K.** Teachers have regular and equal access to professional development programs, forms, publications, etc.  
\_\_\_\_\_yes \_\_\_\_\_no
- L.** Our professional development approach has both long-range and short-term goals tied to our school improvement plan.  
\_\_\_\_\_yes \_\_\_\_\_no
- M.** Our PDC plan is based on teacher survey, district data, and community input.  
\_\_\_\_\_yes \_\_\_\_\_no



Notes

- N.** Our bulletin board in each staff room is used exclusively to announce professional development opportunities. \_\_\_\_\_yes \_\_\_\_\_no
- O.** Our district PDC establishes regular meetings and annual training for new members. \_\_\_\_\_yes \_\_\_\_\_no
- P.** I model continuous upgrading of my own professional development and leadership skills. \_\_\_\_\_yes \_\_\_\_\_no

Give your district one point for each “yes” answer and read below for your rating.

If your district totaled between **0-5** “yes” responses, your professional development program is “AT RISK.” The program needs a major review and overhaul.

A score between **6-10** indicates your professional development program **NEEDS IMPROVEMENT**. Pick one of the areas that seems most prominent to you and set a goal to achieve it. Write implementation plan and put it into action.

If you accumulated a “yes” score between **11-13**, your professional development program is **RESPECTABLE**. Continue to strengthen what you have going. Write about your efforts and present at conferences so others can benefit from your experiences.

A score of **15 or 16** indicates you are ready to submit an application for the Commissioner’s Award!